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ABSTRACT

This paper reviews the historical experience of a new public relations program housed in a speech communication department (rather than in a journalism department, which is traditional), discusses some of the internal and external struggles experienced in the implementation and administration of the program, and reports on the placement of its graduates. The program, at the University of Northern Iowa's (UNI) department of Communication and Theatre Arts, was implemented in 1978 after five years of planning. The program received support from the administration but faced problems because of its phenomenal growth. The paper describes this support and a number of attempted solutions to the problems of growth. Surveys of alumni indicate UNI's communication-based public relations degree program satisfies the felt need among students and is successful in preparing students for the marketplace. (Appendixes include degree requirements and admission requirements.) (RS)

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THE MATURATION OF PUBLIC RELATIONS DEGREE PROGRAMS

Ten Years in Retrospect: Struggles, Experiences and Analyses of a Communication-Based PR Program

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Introduction

Public relations education has experienced significant change over the last fifteen years. Prior to 1975, virtually all public relations graduates were from journalism-based programs where the principal emphasis was placed on print-media skills. Over the last decade, there has been a virtual explosion in the numbers of institutions offering public relations coursework and/or major programs. The most distinctive characteristic of this expansion is that journalism is no longer the provider, rather departments of speech/communication.

In a 1982 survey conducted by Albert Walker, less than half (49.5%) of all public relations education was taking place in departments of journalism/mass communication. Following journalism was communication with 18.4%, marketing with 13.4%, and public relations either in combination with advertising or alone - 13.5% (Walker, 52). In 1987, a report prepared by the Commission on Undergraduate Public Relations Education was based on two assumptions: 1) that an estimated 160 colleges and universities offered a PR sequence or program (Commission Report, 1); and 2) that most of these PR programs are associated with schools of mass communication and journalism (Commission Report, 3 and 30). Neff reported at the 1987 SCA Convention that the assumptions of the commission were questionable as a result of her study. In reviewing 3,201 U. S. university and college catalogs, Neff found 579 offered public relations courses. Said Neff, "The review of higher education catalogs reveals that PR has grown far faster than realized. . . especially in growth outside of journalism and mass media departments. . . the number of departments having PR offerings is nearly four times the 160 colleges and universities reported by the commission." (Neff, 6). This discrepancy certainly leaves room for a great deal of speculation. According to the Neff study, the breakdown by departmental clusters was/is: Communications - 228 or 40%; Journalism - 124 or 21%; Business 92 or 16%; Mass Media - 40 or 7%; Interdisciplinary - 52 or 8%; Public Relations - 14 or 2%; and Miscellaneous - 29 or 6%. (Neff, 5-8).

The purpose of this paper is: 1) to review the historical experience of one of the "new wave programs" housed in a speech communication department; 2) to discuss some of the internal and external struggles confronted in implementation and administration; and 3) to report on the placement of graduates thus providing a sense of program success and response to student needs.

The experience of this institution is not claimed to be necessarily representative of the experiences of others. However, many of the issues, problems and struggles cited should strike a familiar chord as well as forewarn those now in formulative stages.

The Institution

The University of Northern Iowa (UNI) is a state-assisted institution, one of three in the state of Iowa. The faculty numbers 650 and the student body number 11,500. With historical roots as a teacher

training institution, the principal mission of the university is toward undergraduate education. Eighty-seven percent (87%) of the student body are undergraduates, 35% of which are teaching majors and 20% are business majors (accounting, management or marketing).

The Department

The Department of Communication and Theatre Arts (CTA) is one of seven in the College of Humanities and Fine Arts. With a principal commitment to liberal arts education at the undergraduate level, the department provides: offerings in support of general education; service coursework to eleven specific programs in other departments; strong co-curricular programs in oral interpretation, forensics and theatre; and comprehensive programs for students seeking teaching and non-teaching degrees. Majors include speech communication, oral interpretation, child drama, broadcasting (three options), theatre and public relations. Total majors number 363. The largest major is public relations with 220, broadcasting is second with 98. The department has a faculty of 36, and some 15,000 credit hours are generated each year.

Historical Perspective--Focus on PR Education

In the fall of 1973, one of the co-authors of this paper joined the UNI faculty as Head of the Department of Speech--a department comprised of 18 faculty and 76 majors. The department offered two programs--one for the preparation of high school teachers of speech and theatre (80% of the majors pursued this program) and a second which provided majors an opportunity to design a course of study around a non-teaching education or career goal.

In the first and final meeting with the Dean of the College of Humanities and Fine Arts (he was abdicating his deanship), the new department head was given three goals--all related to the single verb "build." They were: 1) to work with university planners in the realization of new facilities for speech and theatre; 2) to facilitate curricular development such that prospective majors would have wider diversity in coursework and major options; and 3) to revitalize faculty professional pursuits beyond the university community such that individually and collectively they might enhance the image of the department, college and university. That charge initiated a period of trial, tribulation, enthusiasm and excitement. It was perhaps one of the more unique opportunities ever provided a new department head. The commitment to building a department was supported not only by lip-service, but by the investment of resources on the part of the university. By January of 1978, two new buildings were constructed, equipped and occupied; two new majors were in place; the faculty increased to 26; majors numbered 162 and the name of the department was changed to Communication and Theatre Arts.

As an institution which had its roots in teacher education, the expansion of coursework and majors with non-teaching orientations

posed major intra-institutional problems. A survey of some 200 colleges and universities was initiated in 1974 with the objective of determining what was being done and to assess the competition. The results of this study were less than helpful. Teaching programs, rhetoric and public address and broadcasting were the predominant programs offered by respondents to the questionnaire. New fields of interpersonal and organizational communication were emerging but lacked definition and sufficient credibility to be much more than an aberration. Forging ahead and acting almost as if in a vacuum, the first curricular proposal in 1974 was to formalize a major in broadcasting. It was a relatively safe proposal given the fact other departments of speech were so engaged and there were no on-campus jurisdictional disputes. It passed curricular review without difficulty.

The second curricular proposal, however, represented a significant departure from common practice and became a political football. In 1976, a proposal was floated to introduce a new major in public relations. The aforementioned survey had affirmed that public relations education was not generally within the purview of speech/ communication departments--rather most commonly found under the guise of journalism. In fact, only two speech/communication departments--Auburn and SIU-Carbondale--reported to have programs in public relations. Information solicited from Association for Education in Journalism and Mass Communication (AEJMC) and Public Relations Society of America (PRSA) confirmed that virtually all public relations education was done in departments/ schools of journalism. AEJMC also offered a reminder that if accreditation was a goal, only journalism schools would likely qualify.

Undaunted, the department (at least a majority) believed that public relations was a viable major that should be offered to the students of the university and that legitimate or not, CTA could and should provide the home. A philosophy statement was adopted that served as the basis on which further curricular development would take place. Paraphrasing Aristotle as students of rhetoric and public address are prone to do, the department proclaimed: "Public Relations is a field in which the practitioner is a communicator who applies his/her competencies and skills of communication to the particular situation confronting the organization that he/she represents."

The second step was to define the competencies and skills required of a public relations practitioner. Traditional research and interviews with practitioners was again solicited, yielding data on which the program was built. Major criticisms of journalism-based public relations programs were twofold:

1) graduates lack an understanding and appreciation for the "business context" and thus experience problems in adaptation.

2) graduates, though strong in writing skills, suffer from a lack of complementary skills in graphics and oral communication.

A communications-based program was designed requiring coursework from seven cooperating departments. This cooperation was based on: 1) recommendations for specific courses that should comprise a PR program as detailed by the 1975 Commission on PR Education; 2) the university's long-standing commitment to interdisciplinary cooperation; and 3) a concern for practitioner's criticisms. To assure broad-based university support, articulation agreements were initiated with each department contributing coursework to the program. Consultation with these departments consisted of seeking input on courses which contributed competency and skill development perceived to be necessary. In some cases, the task was easily achieved. Resistance was met in some quarters based on nothing more than the legitimacy of training students for the field of public relations. Others were critical that it was not a proposal by journalism. (A legacy of the teacher training mission, journalism at UNI is housed in the Department of English, Language, and Literature. Journalism offers nine courses, five of which are structured to provide a minor. No major currently exists.) Still others, notably business, objected to contributing substantial coursework to a program in which they had no control.

Following six months of stroking and other rhetorical techniques, articulation agreements were finally negotiated which made it possible to submit the proposal for formal curricular review. The proposed major (See Attachment I) was 58 semester hours in length, of which 49 were required and nine were electives. Responding to the criticism that public relations graduates lacked "a sense of the business setting," 18 hours of business were required as were six of mainstream public relations, six of graphic communication, six of writing for the media (print and broadcast) and 13 of communication. Journalism was strongly recommended as a minor.

The major required the addition of only two new courses (Introduction to Public Relations and Public Relations: Cases and Studies), the balance were already "on the books." The program was applauded by administrators and curriculum committees for minimizing the addition of new coursework and staff. It was also seen as having a positive effect on those departments contributing coursework to the major which previously had marginal class enrollments. In anticipation of opposition, a three-member oversight committee with representation from business, journalism and speech communication was proposed for purposes of review, student advisement and other matters related to implementation and administration. This committee was politically the singular most significant element in the equation. (The committee met once and died a quiet death.)

A critical concern raised by the curricular committee was the duplication of programs at regent institutions in Iowa. Boldly, we argued three main points: 1) no institution in Iowa offered an explicit program in public relations. Though Iowa, Iowa State and Drake did offer public relations, it was an emphasis, not a major; 2) the proposed major represented a significant departure in its philosophical approach from the three programs listed above, i.e. integrated skills approach vs journalism emphasis; and 3) though

perhaps duplicative in principle, it was not anticipated to have a negative impact on either of the three programs. It may be worth noting that in 1980, regent policy began requiring consultation with regent institutions on any new program development. Had that been the case in 1976-77, UNI's program might never have seen the light of day.

Perhaps the most difficult task at the curriculum committee level was defending the legitimacy of the program given the kinds of things arising within the cultural milieu, Watergate, Three Mile Island, China Syndrome (the movie) and related incidents caused heated discussions as did contrasts between public relations and commercial advertising. Some argued that training graduates to "stonewall" and "manipulate/control communication" was sophistic in principle and violated the roots and traditions of the discipline. Perhaps no proposal focused more attention on ethical considerations, both of the practitioner and of the discipline, than did public relations. Though the names and faces have changed, similar arguments might be raised today--Ivan Boesky, the Bhopal disaster, Iran-Contra affair, and various religious scandals.

Successfully defended at the institutional level, the proposal lacked only regent approval. In a document proposed to accompany the proposal at the Board of Regents, the aforementioned arguments were espoused and issues which had been raised were defended. A budget implication summary projected that the program would likely attract 75-100 students, could be implemented by the addition of one new faculty member, and would need minimal resources to support it. The program was approved during academic year 77-78 and phased in fall of 1978. One of the co-authors taught the introduction to public relations course that fall and the second was in the class.

Growth

When announced as a new program, students seemed to come from all sectors of the university, both the serious and curious. Though numbers were initially small, growth was gradual until 1980 when it became necessary to increase the size of the introductory course from 25 to 50 and, finally, in 1983 to 120. By 1981, public relations had the largest number of majors in the department and the college outstripping the meager resources which had been set aside to support it. Interest in communication coursework and majors was phenomenal. The public relations major was popular as it provided students a program for entry into the business sector with a degree other than the traditional majors in accounting, marketing, management or business administration. In the mid-eighties, UNI Admissions identified business-related programs as a preference of new students at a rate of 9 out of 10. Public relations growth was partially due to this factor. A summary of the phenomenal growth is reflected in Table I.

Table I

Semester	Declared Majors	Prospective Majors	Total
Fall 1978	5		5
1979	68		68
1980	107		107
1981	177		177
1982	232		232
1983	245		245
1984	274		274
1985	270	49	315
1986	287	51	338
1987	299	49	348
1988	218	65	283

Based on UNI Registrar data.

Prospective majors identification began in 1985 based on preference of majors at the time of admission. However, these figures would not include students who selected public relations after entry to the university.

The growth of the public relations major was at a rate well above any projections, calling upon a commitment of resources by CTA and all cooperating departments beyond the wildest of imaginations. Today (AY 88-89), CTA has four FTE faculty committed exclusively to supporting the public relations major. Additionally, half of 32 faculty in CTA (excluding PR staff) support the program by various courses required or electives on the major. Such calculations are not available for the other cooperating departments. Insofar as this major is concerned, it has changed very little. The initial philosophy and design remains integral to the major. (See Attachment II).

Problems

As a result of the growth, five major problems evolved.

1) Recruitment of qualified faculty. With a Ph.D. as a requisite for tenure-track positions, recruiting faculty has been a perennial problem. Candidates invariably have had their academic preparation in journalism and either hold a negative bias toward public relations in a communication department or a concern as to what survival techniques might be necessary to co-exist in departments without journalistic interests. This alone has been perhaps the most disconcerting problem.

2) Numbers of Students. As alluded to earlier, the growth rate of the major created unexpected demands for resources, human and financial, within the department and among those cooperating departments which offer coursework to support it. Departments who had initially agreed to service the program at the level of 75-100 students found themselves committing considerably more resources than anticipated--i.e., for each student above 100, there was a domino effect impacting on each cooperating department.

3) Major of Second Choice. A phenomena which became evident in the early eighties was the influx of students seeking to change their major--this was particularly apparent in the large number of students from business. Upon investigation, it was discerned that one of the precipitating factors was the denial of students into the business college. For several years, the School of Business (SOB) had admission standards, one of which was a 2.5 gpa on 30 credit hours. As students were denied admission to business majors, they sought alternative programs that were business related--Public Relations was such a major. Lacking admission standards and operating a defacto "open door" admission policy, CTA had no grounds to deny admission, and had to accept their declaration of major.

4) School of Business. Perhaps the most frustrating problem emanated from the School of Business. A mentality emerged that "business was the center of the academic universe and that students outside SOB, but served by SOB, were second-class citizens." The term "surrogate business students/programs" was used by some SOB faculty to describe the relationship and caused a negative reaction. It also became apparent that SOB faculty perceived these surrogate programs as serving students who could not access SOB majors. The issue was evident as described in three above. Feedback from PR majors also spoke of discriminating behaviors by SOB faculty toward non-business majors. Finally, the SOB in response to their own growth established a maze of registration procedures, policies on accessibility to courses at various levels, and repeating classes, etc. as a means of giving preferential treatment to SOB majors. These behaviors, justified by "accreditation considerations" resulted in a backlash on the public relations program and in turn negatively impacted on student's abilities to pursue their major in a timely fashion, not to mention the impact on student morale.

5) Advisement. The university has a strong commitment to student advisement clearly stating that "faculty have a responsibility to serve as advisors and that all students should expect to seek and acquire advice and counsel regarding their academic plans as well as personal concerns." The sheer hours required to facilitate advisement prior to

registration became a critical issue. This was exacerbated by "departmental policy requiring faculty adviser approval of a schedule of classes before registration and inadequate data from the registrar and scheduling offices." In a nutshell, student advisement became a nightmare.

Though not inclusive, these five problems were of paramount concern to the administration and management of the public relations program.

Resolution

1) Faculty. For the interim, this department has successfully hired three of its four staff from the ranks of the journalism Ph.D.'s. Adjustments to a "speech-theatre" oriented department have been necessary on their part and, fortunately, have occurred without much difficulty. Demonstrated commitment to and interest in their welfare as faculty members and individuals has minimized the sense of being an outsider. Also, Public Relations has been a major contributing factor in the growth of the department and new resources. This has occurred without negative impact on other missions and as such has provided harmony rather than discord.

2) Growth Related Issues. The growth issues impacting on CTA and cooperating departments have been successfully addressed in two ways. First, the administration responded affirmatively in providing resources to assist departments in responding to student demands. Public Relations coursework providers were among the beneficiaries. Secondly, and perhaps most importantly, CTA recognized that the growth of the public relations program had "gotten out of hand." Resources had become more difficult to acquire. The department responded with a moratorium on all further declarations of majors to the public relations program. In Spring 1987, the announcement was made that a moratorium would be in effect until such time as an admission policy could be established. Withstanding the heat of student hue and cry, administrative and regent concern, the department established an admission policy designed to limit growth. Prompted by budgetary exigencies (three year period of no-growth in budgets and heavy dependence on temporary staff), and increasing interest in the major, it became apparent that neither CTA, nor the cooperating departments should continue to absorb/respond to the growth. In the fall of 1987, CTA introduced and implemented a management enrollment policy (MEP). Essentially, this policy (See Attachment III) was designed to establish admission policies equally rigorous to those of other departments including the SOB--the goal of which was to "close the open door." The MEP further provided the advantage of insuring that limited resources would be used in a cost efficient fashion. In less than one year the policy, though not fully phased in, has had the following results:

a) 20%+/- of the students seeking a public relations major have been denied admission.

b) The MEP has stemmed the tide of business students choosing public relations as a major of second choice. The 20% figure cited above does not account for the number of students denied admission to business programs which now do not even bother to seek admission to the public relations major.

c) The number of majors has significantly declined. (See Table I)

d) The number of students required to repeat a course due to the department's long-standing "C or better grading policy" has significantly decreased--the conclusion being that the MEP has admitted an overall better quality of student, thus better classroom performance is an outcome.

e) Resources, though still stretched, are more easily able to deal with the number of students. Backlogs, waiting lists, deferred graduation, and large class sizes (though still evident) are less problematic.

f) SOB faculty attitudes though still existent have moderated. No longer is public relations accepting "rejects" from SOB. No longer is SOB seeing students in the classroom as public relations majors that, a year earlier, were prospective business majors. And slowly, the negative predisposition toward public relations as a field and public relations majors is changing. Student chapters of the American Marketing Association (AMA) and the Public Relations Student Society of America (PRSSA) are cooperating. The regional marketing and advertising club recently recognized public relations as legitimate, giving it credibility. The SOB attitude will surely continue to moderate, but likely will never go away.

g) the MEP has caused a significant number of students, ineligible for business or public relations admission to seek alternative majors. The University's Academic Advising Office and General Studies Program have felt the brunt of these large number of students in limbo.

3) <u>Advisement.</u> Still prevalent, the increase in public relations staff, computerization of student records, improvement in institutional data banks, refinement of the registration process, establishment of an intra-departmental advisement coordinator and the overall decrease in majors have partially addressed the problem.

With the commencement of the fall 1988 term, the public relations major quietly celebrated its tenth anniversary. The crystal ball had foreseen few of the problems which were to confront the implementation and management of the program.

Career Preparation

The desire of CTA faculty is to prepare public relations graduates for entry into the workforce who are adaptable, trainable and broadly educated in communication, business, journalism, graphics and public relations. This desire affirms the initial philosophy statement on which the PR program was designed. As defined by the department faculty, "the mission of the undergraduate degree program is two-fold: 1) to prepare students, within a liberal arts context, for positions in public relations within organizations and professional agencies, and 2) to prepare students for graduate study by providing them with foundations in mass communication theory, methodology and related skills and knowledge."

Department of Labor Statistics report that in 1986 there were 87,000 jobs in public relations. The report further projects 122,000 jobs in the field by the year 2000 (Occupational Projections and Training Data, 1988, 30). Though this certainly indicates growth in the field, it is important to point out that this is only two percent growth or 1,814 jobs per year. The Occupational Outlook Handbook confirms this rate of growth adding that it is faster than the average rate of growth for all occupations. The report predicts growth in corporations, associations, health facilities and large corporations as well as smaller organizations and professional groups. "The vast majority of job openings, however, will result from the need to replace workers who leave the occupation. Experience in public relations is good preparation for management and other closely related jobs."(1988, 181). The job outlook concludes by saying that competition is keen, especially for those without the appropriate educational background or relevant work experience. Applicants with sound academic background and some media experience should be competitive.

It is reasonable to assume that our students are not alone in their discovery that public relations positions are extremely competitive. They are also not alone in their selection of public relations as an alternative to traditional business programs. The popularity of UNI's program, complete with its own set of challenges, is perceived by the authors as characteristic of public relations programs across the U. S. Graduates from public relations programs housed in departments of journalism and mass communication are experiencing the same dilemma. In a survey of journalism/mass communication first placement statistics, just over 30% of those students specializing in public relations were actually working in public relations positions. This compares to 40% of the news-editorial graduates that found work in daily or weekly newspapers or a wire service; 32.5% of the broadcast graduates and 29% placement in advertising positions for advertising graduates. Overall, 53.5% of the journalism/mass communication graduates had found first placements in media-related positions. The

other 46.5% were in positions outside the media (27.2%); returned to school (7.3%); or were unemployed at the time of the study (12%). This sample was selected from 53 of the 331 schools offering these degrees. Return rate on 2,182 questionnaires was 57.4% or 1,252 respondents (Journalism Educator, Autumn 1988, 4-27).

Placement of UNI Graduates

Public relations graduates from UNI accept a variety of positions. Some do, in fact, pursue and find pure public relations positions. Other students have thoughtfully selected this curriculum in preparation for communication-related positions, such as: sales, management training, banking, advertising, or customer relations to name a few. Some students pursue pure public relations positions, but through choice or default select related fields for their first placement.

TABLE II

	1983-84	1984-85	1985-86	1986-87
Public Relations	5	5	5	2
Sales/Marketing	9	13	8	13
Management	11	12	6	6
Banking/Broker	4	1	1	1
Customer Relations	2	2	0	4
Advertising	3	0	5	0
Personnel	1	0	2	0
Journalist	1	2	2	1
Photographer	0	0	0	1
Non-professional	7	4	1	3
Employed	1	3	6	6
Continuing Education	2	2	0	1
Still Searching	6	2	0	4
No Report	11	3	3	3
Total	63	49	39	45

UNI Career and Placement Center Data Base.

The only available data regarding the department's graduate placement comes from UNI's Career and Placement Center. Table II identifies first placements of graduates for years 1983-87. It is important to point out that this is "first placement data" received from only those individuals registered with the Placement Center and respondents to the Placement Center's questionnaire.

Records since the beginning of the program show the total number of graduates to be 535. Table III provides data on number of graduates per year since 1980.

TABLE III

1980	1981	1982	1983	1984	1985	1986	1987	S'88	
5	45	50	68	81	78	70	94	44	= 535

Based on Departmental Data.

The Office of Alumni Relations at the University of Northern Iowa compiled a list of 505 of the 535 total graduates from the program. Upon review of the complete list of graduates, 238, or nearly half of all graduates have located in Iowa. The states drawing the most UNI graduates after the home state were Minnesota (29), Illinois (19), Colorado (18), Texas (17), California (14), Arizona (11), Missouri (9) and Florida (8).

If you consider the Midwest as a total area, (Iowa, Missouri, Illinois, Wisconsin, Minnesota, Nebraska, Kansas, South Dakota, Michigan, Indiana and Ohio) the total number of public relations graduates in these locales numbers 327. In other words, over 60% of the UNI graduates are choosing to stay in the Midwest. It's important to point out a couple factors; 1) the 1980's have been less than desirable years to conduct a job search in the Midwest, and 2) it is mathematically impossible to believe that all 327 majors could find pure public relations work in the Midwest. In the last eight years (1980-88), that many new and vacated positions in the field simply did not exist.

Current Student Analysis of the Program

A report from the department's own Internal Review Committee completed in December 1987 included surveys from current students. Five hundred student surveys were distributed. Twenty-five percent were returned. Of those returned, 53, or 46% were public relations majors who cited moderate to high satisfaction with the faculty, curriculum and facilities.

As is the case in most public relations curriculums, many, if not most, students have little or very misguided ideas about professional public relations practice when they express interest in the degree

program. The unwritten "policy" regarding career choices available to public relations undergraduates has been to diligently prepare students for professional public relations practice. The students, by and large, have been left to "discover" for themselves the other career options available with this degree. Some students are quite comfortable with this format. Others find the broad-based curriculum lacking the security they would prefer in their career preparation. Another faction of students diligently pursue their coursework and first placement with an intense desire to practice public relations, only to discover that these positions are highly competitive and few and far between. The students might be better served if the department were to take a more "up front" posture regarding realistic job placements following graduation. This could, however, erupt into political warfare with the School of Business.

Alumni Analysis of the Program

The 1987 Internal Review Committee also sent department questionnaires to 700 alumni. Of those responding, over 54% were public relations graduates. Of these 83 graduates, 60 actually sought positions in public relations, the other 23 stated that they did not. The survey indicates that two-thirds of the graduates that sought "public relations" positions found such positions. It is not clear how these graduates defined public relations. Nor is it evident if this is their first placement or subsequent professional positions. A review of the Placement Center information presented earlier would indicate a very broad definition of public relations activity from these alumni. Of the four sequences studied (news-editorial, broadcast, public relations and advertising) in the Journalism Educator study, news-editorial graduates selected positions almost exclusively in communications-related positions. Graduates in broadcast, public relations and advertising (48.6%, 44.6%, and 50.4% respectively) selected positions outside of these four programs. It is fair to assume, though the survey does not address this, that these students moved into some business-related positions, just as students in communication-based programs have done.

Generally, public relations alumni respondents expressed moderate to high satisfaction with instruction, extracurricular activities, faculty, scheduling and staff. Alumni that sought additional education were more satisfied with all areas of their undergraduate education. The one overwhelming theme from over 30 respondents was the need for more career-related assistance. The students recommended more internships (though to date the program has more available internships than there are students to fill them) and more assistance in job searches. Beyond this common thread, the alumni comments contained a wide variety of recommendations, praise and concerns (some alums suggested more writing courses, while others said writing/-journalism was over-stressed). Several students suggested dropping or adding courses, but no patterns emerged.

Correspondence with alums tend to affirm concern about job placement and there is amazing similarity in their feedback. They felt adequately prepared, they felt the "real world" was about what they expected. Their major concern was with the amount of experience they had accumulated in conjunction with their course requirements. They stressed the need for required internship experiences (mentioning the need for more than one experience), involvement in the Public Relations Student Society of America (PRSSA) and involvement in the UNI public relations student agency, PRISMS. In the Journalism Education study, journalism/mass communication graduates also made recommendations for increased satisfaction with job placement. These included internships (29.1%); other opportunities to get actual experience in the field (17.3%); getting and using media contacts (11.1%); being persistent in the job search (8.1%); and starting the job hunt early (7.3%). These suggestions do support the Current Student Analysis concerns discussed earlier.

Conclusion

The struggles, experiences and analysis of this communication-based public relations program leads the authors to the following conclusions:

1) UNI's communication-based public relations degree program is satisfying a felt need among students and is apparently successful in preparing students for the marketplace.

2) Growth of UNI's program is representative of national growth in this field. The Management Enrollment Policy at UNI is a response to the felt need to establish some measures of quality control and control growth at a rate harmonious with department resources. It appears this is happening.

3) A large number of students majoring in public relations are accepting positions in sales/marketing, management training, banking, advertising or customer service versus public relations. It appears there are two reasons this is happening:

   a) there simply are not enough positions available in the nation to satisfy the growing numbers of graduates flooding the marketplace. Public relations positions are very competitive.

   b) students are selecting this program as their number one alternative to a full-fledged degree in business (marketing, management, accounting). Statistics at UNI indicate they are accessing large numbers of those business/communication-related positions.

4) To better deal with the realities of public relations job placement it seems the Department of Communication and Theatre Arts would more ethically serve students if they were to develop separate programs for the serious public relations student, and for the student interested in applying a communication-focused degree in a business setting. Deliberations along those lines are occurring at this time. The alternative to separate programs, or "tracks," would be a department commitment to share more detailed career placement information with students prior to declaration of a public relations major. This "education" should continue throughout the curriculum process to best serve the student.

5) The authors propose three additional studies which would yield more detailed information:

   a) a survey of graduates after they have been in the workplace for five years. First placement information may not be an accurate representation of program goals, preparation and success.

   b) an analysis of first job placements comparing journalism/mass communication graduates with those from communication-based programs.

   c) a determination as to the "reality of public relations education" in the U.S. since this appears to be unclear in previous studies.

References

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University of Northern Iowa, Admissions Office, Data Base.

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University of Northern Iowa, Department of Communication and Theatre Arts, "Internal Review Committee Report, 1987".

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Walker, Albert (1982); "End-of-Decade Survey Shows Academic Growth in Public Relations"; Public Relations Review, 8, 46-60.

Speech Major--Public Relations

The public relations emphasis requires the completion of 58 credit hours in specified coursework.

Required:

12:030	Principles of Accounting I	(3)
13:140g	Consumer Behavior (13:154)	(3)
13:142	Advertising	(3)
13:152	Principles of Marketing	(3)
13:154g	Marketing Communications (13:152)	(3)
15:153	Fundamentals of Management	(3)
24:131g	Resources for Communications	(3)
50:035	Problems in Interpersonal Communication	(1)
50:060	Fundamentals of Broadcasting	(3)
50:0—	Introduction to Public Relations	(3)
50:138	Organizational Communication	(3)
50:161	Radio-TV Writing (50:018, 62:003)	(3)
50:163	Business and Professional Oral Communication	(3)
50:164	Dimensions of Interpersonal Communication	(3)
50:1—	Public Relations—Cases and Studies	(3)
60:005	The Visual Process—Seeing Into Doing (60:001)	(3)
66:040	Reporting and Newswriting	(3)
		49 hours

Electives to total 9 credit hours from below list based on specific interest of the student:

13:147g	Advertising Management (13:154)	(3)
13:162	Advertising Communications (13:154)	(3)
15:020	Quantitative Methods for Business	(3)
15:070	Business Statistics	(3)
24:137g	Preparation of Instructional Materials	(2)
24:147	Photography	(2)
50:030	Public Speaking	(3)
50:072	Beginning Fiction Film	(3)
50:131	Speech Composition	(3)
50:136	Psychology of Speech Communication	(3)
50:137g	Communication Theories	(3)
50:140g	Persuasion	(3)
50:162g	Conference Techniques and Interviewing	(3)
50:165g	Experimental Research in Speech	(3)
50:168	Theatre Management	(3)
50:197g	Internship in Speech/Theatre	(1-6)
60:025	Design I (60:005)	(3)
60:026	Design II (60:025)	(3)
60:027	Design III (60:026)	(3)
60:032	Creative Photography	(3)
62:070	Creative Writing	(3)
66:102g	Magazine Article Writing	(3)
66:132g	Mass Communication Law	(3)
66:150g	Editing and Design	(3)

Typing proficiency of 30 words per minute is recommended--14:047 Typewriting I may be taken to meet this recommendation but will not count toward the major requirement.

LIBERAL ARTS MAJOR
PUBLIC RELATIONS

Attachment II

The Public Relations emphasis requires the completion of 61 credit hours as follows:

MAJOR CORE REQUIREMENTS:

12:030	Principles of Accounting I (sophomore standing; 2.2 UNI g.p.a. or better)	3	
13:140	Consumer Behavior and Marketing Decisions (13:152)	3	
13:152	Principles of Marketing (92:024 or 92:053; junior standing; 2.2 UNI g.p.a. or better)	3	
13:171	Promotional Strategy (13:152; 13:140)		
	OR		
50:137	Communication Theories (junior standing)	3	
	OR		
50:165	Communication Research Methods (junior standing)		
15:153	Fundamentals of Management (junior standing; 2.2 UNI g.p.a. or better)	3	
24:131	Resources for Communication	3	
50:034	Human Communication (50:023)	3	
50:064	Introduction to Broadcast Writing (24:131)	3	
50:077	Principles of Public Relations (50:023)	3	
50:138	Organizational Communication (junior standing)	3	
50:163	Business and Professional Oral Communication (50:023)	3	
50:164	Dimensions of Interpersonal Communication (50:034; junior standing)	3	
50:177	Public Relations--Cases and Studies (senior standing)	3	
50:178	Publicity Methods (50:077; junior standing)	3	
60:025	Graphic Design I		
	OR	3-4	
33:155	Graphic Arts		
66:032	Introduction to Mass Media	3	
66:040	Reporting and Newswriting	3	
		51-52	hours

Electives to total 9-10 credit hours based on specific interest of the student:

13:149	Marketing Management I (13:152)	3	
13:175	Marketing Strategy and Analysis (13:140; 13:151)	3	
24:130	Slide Production (24:105)	2	
24:138	Graphic Production (24:031 or 24:131 or equivalent)	3	
24:147	Photography		
	OR		
33:169	Applied Photography (33:020)	3-4	
	OR		
60:032	Creative Photography I		
24:156	Multi-Image Production (24:105; 24:130)	2	
50:017	Applied Public Relations (freshman or sophomore; consent of instructor)	1-4	
50:117	Applied Public Relations (junior or senior; consent of instructor)	1-4	
50:030	Public Speaking (50:023)	3	
50:103	Listening (junior standing)	2	
50:128	Language and Communications (junior standing)	3	
50:131	Speech Composition (50:030)	3	
50:136	Psychology of Speech Communication (junior standing)	3	
* 50:137	Communication Theories (junior standing)	3	
50:140	Persuasion (50:030; junior standing)	3	
* 50:165	Communication Research Methods (junior standing)	3	
50:168	Theatre Management (junior standing)	3	

Continued on back of this sheet.

50:179	Co-op Education and/or Internship (maximum of 6 hours) (junior standing; consent of advisor; Department Head Approval)	1-6	
50:183	Interviewing (junior standing)	2	
50:184	Conference Techniques (junior standing)	2	
50:185	Negotiation Processes and Techniques (junior standing)	2	
60:125	Design II (60:025)	3	
62:070	Creative Writing	3	
66:102	Magazine Article Writing (66:040 or 62:003 or consent of instructor)	3	
66:132	Mass Communication Law	3	
66:140	Advanced Reporting (66:040)	3	
66:141	Feature Writing (66:040)	3	
66:150	Editing and Design (60:040 or consent of instructor)	3	
		9-10	hours

TOTAL: 61 hours

Typing proficiency of 30 words per minute is recommended. Note that 18:046 (80) Keyboarding is offered the first half of the semester and 18:047 (90) Typing I is offered the second half of the semester. The first course teaches typing and is often taken by those who only want enough knowledge to use a computer terminal, and the second course is helpful to those who know the keyboard, but need to develop their typing/work processing skill.

A Journalism minor is strongly recommended.

Students wishing to pursue this major must satisfy departmental admission requirements. This includes a 2.50 cumulative gpa on at least 24 hours of coursework. A copy of Management Enrollment Policy is available at the CTA office -- CAC 257.

Students must achieve a minimum grade of C (2.0) in all courses to be applied toward this major. A grade less than a 2.0 will require a repeat of the course with satisfactory completion by achievement of said 2.0 standard.

* Note: If 50:137 or 50:165 is used to satisfy the required core, it may not be used in the elective category.

Revised
Effective Fall, 1988

Attachment III

Enrollment Management Proposal
for
Department of Communication and Theatre Arts

APPLIES TO:

CTA Major - Liberal Arts "Contract"
Communication - Public Relations Major
Communication - Radio-TV - Business Major
Communication - Radio-TV, Broadcast Journalism, Production/Performance

1. Students may indicate their interest in majoring in a CTA program any time after their admission to UNI. Indication of interest shall be formally made via the Declaration of Curriculum form at which time the student will be considered a "pre-major" and will be assigned a "pre-major advisor." (For freshmen, this shall be a freshman advisor.)

2. A student's freshman year shall be devoted primarily to coursework in general education. The general education load shall include 50:023 (Oral Communication) and 62:005 (Introduction to College Writing). Major coursework shall be limited to courses as recommended by his/her pre-major advisor and program policy.

3. By the end of the fall term of a student's sophomore year, pre-majors shall have completed a course major component as designated by the pre-major advisor and program policy.

4. The following criteria shall be used for determination of admission:

   a. 2.50 cumulative gpa in at least 24 hours of general education coursework (to include 50:023 Oral Communication and 62:005 Introduction to College Writing).

   b. 2.50 cumulative gpa in the designated major component.

   c. Upon satisfaction of the admission requirements (a and b above), a student's pre-major status shall be converted to major status by processing of the Declaration of Curriculum form and assignment of a major advisor. The student shall be notified of his/her admission.

   d. Students admitted to a major shall be able to continue coursework toward their major.

   e. Students unable to satisfy the admission requirements and consequently denied admission shall be notified in writing.

   f. Students denied admission to a major shall not be allowed to pursue major coursework except in cases where vacancies exist after all majors have registered. The students may use the waiting list as a means to seek access to courses.

5. Transfer students entering UNI with an associate arts (AA) degree shall be admitted to a major status if their minimum cumulative gpa is 2.50 or better and upon the condition that the requirements of both 50:023 (Oral Communication) and 60:005 (Introduction to College Writing) were satisfied at their junior colleges.

6. Transfer students entering UNI without an AA degree shall be subject to the admissions standard requirements of students beginning their higher education studies at UNI, i.e. #4.

Designated Course Components

A. Public Relations
50:077 Principles of Public Relations
66:032 Introduction to Mass Media

B. Broadcasting
50:060 Fundamentals of Broadcasting
50:018 Radio Production and Performance

C: Communication and Theatre Arts - Liberal Arts (Contract)
50:034 Human Communication
50:030 Public Speaking
OR
50:031 Oral Interpretation

Adopted by Department of Communication and Theatre on 10/7/87.

Approved by CHFA Senate on 10/12/87.

Approved by University Curriculum Committee on 10/21/87.